

OPTIONS 2015



Introduction – Year 9 Options Booklet

Dear Student,

The next stage in your education is very important as you will be making decisions about the courses that you would like to follow for the next two years of your life. These decisions will result in you studying courses that will provide you with your first set of qualifications. These qualifications will help you to move towards achieving your dreams and aspirations for the future, building upon your Key Stage 3 learning and preparing you for further education, training or employment.

We want you to make the best possible option choices and the information in this booklet will help you, so please ensure that you read through it carefully and have the confidence to ask questions and discuss your thoughts with your Parents/Carers, your teachers and the other staff in the College.

In today's assembly you would have received this Booklet and an 'Options Form' that is personalised to you. It will provide a menu of recommended courses that we believe are best suited to you, based upon your recent assessments, target grades and the progress that you have made so far at St Luke's.

Year 9 Parents' and Options Evening will be on Wednesday 4th February 2015 from 4:00pm to 7:00pm. It is absolutely essential you attend with your Carer(s)/Parent(s) to gain as much information as possible to help you make informed decisions.

All students will study a number of Core Subjects that are compulsory and in addition you will have Option Subjects to choose. It is important that you choose courses that are appropriate to you in terms of course content, i.e. what you will be learning, the level of challenge and type of assessment. There are a wide range of courses including traditional GCSEs which are mostly assessed by examination and vocational qualifications including BTEC courses that are mostly assessed through coursework. It is important you consider what best suits YOU!

When choosing courses, go with what YOU like to do and what YOU will enjoy. You will be with your friends in and around College but this should not influence your decision making! Remember, you will study the courses for two years and you will not be able to change courses once you have started, so choose carefully.

You may well have a number of career changes in your life. This means that you will need a broad balance of interest, skills and knowledge so don't narrow your options to particular subject areas. Maintaining a good balance of subjects is important. Employers and Universities will like students to have a broad range of skills, interests and of course a good range of qualifications. Some combinations of subjects are not allowed due to the course content being similar.

We want you to make well-informed decisions, as this will lead to you having an enjoyable and successful Key Stage 4. Choosing the right courses will keep you motivated and will encourage you to work hard to achieve your very best qualifications for your future. Think about what you would like that future to be and I wish you all the very best over the next two years and beyond.

Best wishes, 

Mrs Whalley- Deputy Principal

The Core Subjects

All students will continue to study a Core Curriculum in Years 10 and 11. These are compulsory subjects. Students do not have to choose any Core Subjects on the options form. These subjects are;

1. GCSE English Language
2. GCSE English Literature
3. GCSE Mathematics
4. Science (Either Science A and Additional Science GCSE-equal to 2 GCSEs or all three separate GCSE Sciences – Biology, Chemistry and Physics) - *Students will be invited on the Science course that we think is most appropriate for their future progress.*
5. ECDL- an IT qualification equivalent to 1 GCSE achieved by end of year 10
6. Personal, Social and Health Education (PSHE) – *Delivered via Drop Down Days*
7. Physical Education (PE) – Accredited courses for some students
8. GCSE Religious Education

The English Baccalaureate ('E-Bacc')

The 'E-Bacc' has recently been introduced by the Government. It is not a qualification in itself, but it is a group of academic GCSE subjects that **some** students will be encouraged to study in Year 10 and Year 11 and which some Universities may take into account when awarding places on some courses. The combination of subjects that would need to be studied for the 'E-Bacc' are;

1. English Language GCSE and Mathematics GCSE (*Core subjects*)
2. GCSE Science A and Additional Science or all three separate sciences; Biology, Physics and Chemistry (*Guided course*)
3. Modern Foreign Language such as French or Spanish
4. Either Geography or History

Students must achieve a grade 'C' or higher in **all** of these subjects to be awarded the 'E-Bacc'. Please consider this when deciding upon your option choices.

Science – Separate Sciences

All students will study a course in Science but the particular courses will be guided by the Head of Science following discussion about the progress that you have made and what we believe will be the most suitable course/s for you. This booklet will outline the courses on offer. Some students will be invited to study the Separate Sciences – Biology, Chemistry and Physics (Level 6+ only). If this is the case, you must choose '**Triple Science**' as **one** of the options. This pathway should be considered for any student wishing to study AS/A2 level Science in the future.

The Option Courses

Students can choose from a wide variety of subjects although there are some rules that need to be followed and careful thought needs to be given to combinations and types of subjects. To help students through this process, please continue to read through the following information and see the specific information for each course later in this booklet.

GCSE Subjects

GCSE - General Certificate of Secondary Education. There are eight GCSE grades ranging from A* (highest grade) to G. GCSE subjects may have controlled assessment and coursework but the main assessment for these courses will be through examination. GCSE courses passed at a B grade often allow entry onto post 16 courses at AS/A2 level.

Vocational Subjects

There are a number of vocational courses;

NVQ – National Vocational Qualification. These are qualifications which show that you can do a job to national standards and that you have the skills that an employer will be looking for.

BTEC– Business and Technology Education Council. These are practical, work related courses. As the new specifications are brought in, these courses are assessed through completion of work (units) throughout the course (75%) and external assessment (25%). The grades awarded on these courses are pass (C), merit (B), distinction (A) and distinction *(A*) (*GCSE equivalence* in brackets).

Vocational courses are worth the same as the GCSE courses, or more in some cases and may appeal to some students based upon the method of teaching and assessment. They are closely linked to the world of work and achievement on these courses is judged more upon the quality of day to day work, rather than performance in an exam.

Students can only choose a maximum of two BTEC / Vocational qualifications.

e.g. you could opt for Sport BTEC Award and Health and Social Care BTEC Extended Certificate

What are the qualifications worth?

There are many different types of course on offer and students will be guided towards opting for courses that will challenge them as appropriate. Look at the main details of the courses and you will see that many Btec courses count as 1 GCSE. Grades A* - C may be referred to as Level 2 and Grades D – G may be referred to as Level 1. Entry Level options are Pre-GCSE level and will help prepare students for level 1 learning in the future; similarly level 2 qualifications will prepare students for level 3 learning in Post 16 Education.

How much time will I spend studying each course?

Typically, each option subject will be studied in 5 lessons per fortnight e.g. if you choose GCSE Art, you will have 5 lessons distributed across the two week timetable.

Will I definitely get the subjects that I opt for?

Wherever possible we will try to give students their first choice options but we can't always do this for the following reasons;

- Places are limited on some courses i.e. Exeter College Courses (guided option only) as other schools also ask for places
- Sometimes too many students might choose a course and we do not have enough teachers to teach lots of classes in that subject
- Sometimes not enough students opt for a course which prevents it from running as a class

What do I need to do now?

- Read this booklet carefully... as many times needed until you understand what you need to do
- Listen in the Options Assembly
- Listen and find out more about the Core subjects that you will be studying and Options courses that you would like to study on the Year 9 Options Evening – **Wednesday 4th February 2015, 4:00pm – 7:00pm**
- Talk to as many teachers as you need to and ask as many questions as you want about the courses, make sure you know as much as possible about the course before you choose it
- Pencil in your options on your form and then look to see if this gives you a good balance of courses that you will enjoy and work hard on for 2 years.
- Talk to your parent(s)/carer(s) about the options you would like to choose and explain your reasons for choosing each course. Keep an open mind to other people's points of view.
- Consider, are your option choices in line with your future career aspirations or Post 16

How do I complete my Option Form?

- Complete your options form, **following the instructions on YOUR form.**
- Add your signature and ask your Parent/Carer to sign it also
- Bring it in to your Tutor to discuss your final options. They will then sign it and pass it to your Head of House.

Deadline

Hand your completed Options Form to your Form Tutor no later than

Monday 9th February

ENGLISH LANGUAGE AND ENGLISH LITERATURE GCSE

(CORE SUBJECTS)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AQA (8700 and 8702)	2 GCSEs	6 hours in a two week timetable	Mrs E Britton

The aim of this course

To develop reading, writing and communication skills and to explore and analyse great Literature texts.

These subjects must be taken together – you cannot study one or the other.

Course Content

English Language GCSE

Paper 1 (1 hour 45 minutes) – explorations in creative reading and writing (50% of the final grade)

In the reading section of the paper students will read one literary text and respond to 4 questions on it. In the writing section, they will be expected to produce 1 extended piece of writing.

Paper 2 (1 hour 45 minutes) – writers' viewpoints and perspectives (50% of the final grade)

Students are asked to read two pieces of text – linked by a theme- and answer four questions on them. In the writing section, they will be expected to produce 1 extended piece of writing.

Speaking and Listening

Although Speaking and Listening is no longer examined, students are expected to deliver a formal presentation and respond to questions on their chosen subject. This is endorsed separately.

English Literature GCSE

Paper 1 (1 hour 45 minutes) – Shakespeare and the 19th century novel (40% of the final grade)

In their study of set texts, students will read one Shakespeare play and one 19th century novel in detail. They will explore the methods used by the writers to convey ideas. In the two questions in the exam, they will be asked to respond in detail to an extract from each text and then to write about the texts as a whole.

Paper 2 (2 hours 15 minutes) – Modern texts and poetry (60% of the final grade)

Students will study a modern prose or drama text and an anthology of poetry. They will be asked to analyse the techniques used by the writers to convey character and theme. In the exam, there will be

ENGLISH LANGUAGE AND ENGLISH LITERATURE GCSE

(CORE SUBJECTS)

two comparative questions on poetry: one on the anthology poems they will have studied and one on unseen poetry, as well as a question on the modern prose or drama text.

Assessment and examination dates

Students will sit their **four examinations at the end of the course.**

MATHEMATICS GCSE

(CORE SUBJECT)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AQA (Specification code 8300)	2 GCSEs (Double Weighted)	6 hrs - Yr 10 7 hrs - Yr 11 In a two week timetable	Mr L Coren

The Aim of the Course

A Maths GCSE at any level should stretch and challenge students, so that they feel motivated to improve their skills. It should also provide all students with a level of numeracy that they will need in their lives, whatever career path they choose.

Course Content

Students will have already started studying towards the new Maths GCSE and they will continue over the course of the next two years, to study a variety of topics from the six areas of Mathematics:-

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

In line with the new specification for Maths GCSE, students will be focussing as much on the skills required, as they will be on the content. They will be expected to explain and justify their methods, show a thorough application of knowledge, and to problem solve. Much more of their final mark in the exam will test their ability to identify a problem and use multiple skills. Some questions will cover several topics at once.

Assessment

As this is a linear specification, there are only three components to the GCSE. These are examined terminal papers, one non-calculator and two calculator paper. They carry equal weighting.

Career Paths

All of us use Maths in our lives to some extent! However, a particular skill in Maths can open the doors to some wonderful careers. For example:

Accountant, Architect, Engineer, Videogame designer, Rollercoaster Design, Maths Teacher(!), Scientist, Lawyer, Statistician, Meteorologist.....

SCIENCE A & ADDITIONAL SCIENCE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AQA Science A 4405 Ad. Sc. 4408	2 GCSE	9 Hours	Mr P Scarbrough

Course Content

This course covers the national curriculum content for science and a series of extra units to develop a deeper understanding of science. Students will follow a programme of study containing biology, chemistry and physics. The core content will include topics such as keeping healthy, nerves and hormones, genetics, evolution, materials from rocks, crude oils and fuel, plate tectonics, electricity, energy transfers and waves.

This course will be suitable for all students as well as those who may want to study it at a higher level. It will also contribute towards the award of the English Baccalaureate if they are awarded a C or above. This is not an options subject and all students who do not opt for triple science will follow this route in science.

Assessment

This course comprises of two separate GCSE courses. The first is called Science A and is studied in Y10. It will be assessed by 3 one hour exams in either June of year 10 or June of Y11 and a controlled assessment element that is worth 25% of the marks towards the award.

The second GCSE is called Additional Science and this is studied in year 11. It is also assessed by 3 one hour written exams sat at the end of the course in May of year 11 and a controlled assessment element that is worth 25% of the marks towards the award.

Career Paths

This course will give students the opportunity to progress to a level 3 science programme (A Levels or Btec) at any higher education provider.

TRIPLE SCIENCE GCSE

(Biology, Chemistry & Physics)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AQA Biology 4401 Chemistry 4402 Physics 4403	3 GCSEs	14 hours	Mr P Scarbrough

Course Content

This course is a more academic option for students who are either talented in science or who simply enjoy this subject and who may want to study a science at advanced level in the future. Students have timetabled lessons in Biology, Chemistry and Physics, which are taught by subject specialists. Each subject has three taught modules which are examined through the course.

In Biology you will find the answer to questions like – Why do we all look different? How are we affecting the environment? What are plants made from? What happens to all the dead plants and animals? How does exercise change our bodies? How do we use fungi to make bread and beer?

In Chemistry you will find the answer to questions like – How do rocks provide building materials? What is made from crude oil? Where did our atmosphere come from? How can we control chemical reactions? What is organic chemistry? What is in the water we drink?

In Physics you will find the answer to questions like – What is meant by energy efficiency? How can we generate electricity? How did the universe start and how is it changing? What does radioactive mean? How can we make things speed up or slow down? Why doesn't the moon fall down? How can we see round corners and through objects?

A variety of teaching and learning styles will be used throughout the course to cater for all students. However, the course is more appropriate to those students who have reached a level 6 at the end of key stage 3.

Assessment

The assessment for these courses will be 3, one hour written papers (per subject) taken at the end of the course in year 11. There will also be an internally marked assessment for each course called an ISA that will be worth 25% of the marks available for the course.

Career Paths

These courses will give students the best progression route to A level Sciences (Biology, Chemistry or Physics as appropriate).

RELIGIOUS STUDIES GCSE

THE NEW PHILOSOPHY & ETHICS COURSE

(CORE SUBJECT)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AQA F/Course 4057 Entry level 5906	1 GCSE	3 hours in a two week timetable	Mr T Payne

RE is a core subject which, in accordance with legal guidelines, is taught to all pupils for one lesson per week. Within this time students will follow the AQA syllabus for GCSE Religious Education. The main aims of this course are to consider a variety of ultimate questions and current events and for students to consider different views and come to their own conclusions.

Course Content

The full course is made up of 2 units: Religious Philosophy and Ultimate Questions and Religion and Morality.

Religious Philosophy and Ultimate Questions

Arguments for and against the existence of God

The problem of evil and suffering

Immortality – life after death

Science and religion

Religion and Morality

Matter of Life (Medical Ethics) – When does life begin?

End of Life (Euthanasia) – Do we have the right to choose?

Poverty – How should we react?

Crime and Punishment – Do criminals have human rights?

All topics are studied from 3 points of view – Christian, Islam and non-religious and pupils are encouraged to think and form their own opinions.

Assessment

Students will be entered for the full course GCSE.

AQA Examination Board. GCSE Full course.

RELIGIOUS STUDIES GCSE

THE NEW PHILOSOPHY & ETHICS COURSE

(CORE SUBJECT)

There are NO tiered papers or coursework!

Assessment is by two, 1 hour 30 min written examinations

Career Paths

The RE GCSE is a qualification deemed suitable for moving onto further education and in particular being relevant for many A level courses.

However, RE is particularly relevant where people are needed to show an awareness of the beliefs and cultures of others, and an ability to make, and defend, informed decisions. It is valued by all occupations that deal with people, in particular: Police, Lawyers, Doctors, Nurses, Childcare, the Travel Industry, Management, Journalism, Social Work, Teaching, Lecturing and the Armed Forces

European Computing Driving Licence (ECDL)

(GCSE EQUIVALENT)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
BCS (British Computing Society)	Full GCSE	2 hours per fortnight	Miss Laura Pearce

Course Content:

In core lessons students study the European Computer Driving Licence. The ECDL is unique in offering the tools and resources needed to deliver high quality training to students. Students use this knowledge to produce professional coursework in other subject areas. The ECDL is a continually assessed vocational qualification and has a GCSE equivalence.

Students will study:

Word processing

This unit develops the learner's ability to create word-processed documents: entering text, editing and formatting work, and using graphs, tables and pictures for a professional finish. The learner will also understand how to work more effectively using tools such as the spell-checker and mail merge.

Spreadsheet software

This ECDL unit helps learners to develop a working knowledge of spreadsheets, from entering data and formatting worksheets, through to creating charts and producing high-quality documents.

Presentation software

The **presentation software** unit introduces the learner to this important means of business communication. Upon completion, learners will be capable of producing high-quality presentations using a variety of tools, including charts, graphs and drawn objects.

Improving productivity using IT

The ITQ requires the inclusion of content that builds the learner's ability to work more effectively with IT. This unit looks at using tools to save time and effort when producing word-processed documents, presentations and spreadsheets.

Assessment

The ECDL is continually assessed within class and students study individual topics separately.

ART GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Edexcel 2FA01	1 GCSE	5 hours in a two week timetable	Ms D Thomas

The study of this subject involves combining ideas, thoughtful analysis and creativity. It promotes the development of artistic skills in both two and three dimensions, encourages a wider appreciation of the environment, other cultures and artists, and investigates the expression of thoughts and feelings. It helps students to focus and concentrate, and overall, provides a great deal of personal satisfaction and confidence-building.

Course Content

Students will be working in years 10 and 11 to produce a personal portfolio of artwork. They will also undertake a 10 hour timed controlled test in response to an externally set theme. The 10 hours are spread over two days in year 11 and is the result of weeks of preparation.

The personal portfolio will show the range of creative ideas and activities undertaken throughout the course and will be produced in response to the themes set internally by the student's teacher. These themes are designed to encourage creative development and focus on:

- 1) generating and developing ideas – this will involve researching artists and photographers, plus gathering source material
- 2) experimenting with materials and developing skills
- 3) recording and reviewing work – this may be in any media, for example, drawing, photography, text, film, collage, paint, construction etc.
- 4) producing a final outcome.

Much of the work will occur in sketchbooks, but the final outcome may be on paper, canvas or card, and can be two or three dimensions. Sketchbooks and materials can be purchased at reasonable cost through the art department.

Homework

Homework supports classwork and usually involves independent research of either images or artists, further investigation of ideas and/or experimentation with materials. Sometimes it is a specific task, but most often, it will involve further development of the student's individual ideas initiated by the project. Work produced contributes to the personal portfolio.

Assessment

Projects completed for the personal portfolio are assessed internally throughout years 10 and 11. A controlled test is completed in the summer term of year 10 and a mock exam, incorporating a controlled test and preparation time is undertaken in the autumn term of year 11. This work is all assessed internally and contributes to the personal portfolio. The GCSE exam controlled timed test takes place in the spring term of year 11. This is marked internally and then

ART GCSE

moderated externally by a visiting examiner. The mark for the personal portfolio contributes to 60% of the final GCSE mark and the controlled timed test contributes to 40%.

Career Paths

Students can continue further study of general art or photography, textiles, graphic design or animation at BTEC or A level. The study of GCSE Art can lead directly to any job or career that requires creativity, risk-taking, an eye for detail and independent thought.

CATERING GCSE (DESIGN AND TECHNOLOGY)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
WJEC 4730	1 GCSE	5 hours in a two week timetable	Mr Smith

Course Content

Catering is a hands on course that will prepare students for the food industry. Candidates will gain knowledge and understanding of the food industry including: Types of establishments that provide food and drink, job roles, employment opportunities and relevant training.

Health, safety and hygiene will form a large part of the course focussing on personal hygiene and food safety along with the main points of the Health and Safety at Work Act being covered. Food preparation, cooking and presentation will form the main bulk of the course with students gaining knowledge and understanding of:

- The importance of colour, texture, flavour, shape, temperature and time
- The customers' needs
- A wide range of culinary skills
- Appropriate methods of cooking
- Appropriate methods of presentation

Students will also cover the selection, storage, preparation and serving of all food groups and learn specific cooking techniques such as flambé and how to use specific specialist equipment.

Menu planning, functions of ingredients, portion control and costing will also be covered along with many other areas. Homework will involve menu planning and be in line with college policy. Students will need to provide ingredients on a regular basis.

Assessment and Examination Information and Dates

2 Practical Controlled Assessment tasks in year 10 structured as follows:

UNIT 1 – Catering skills related to food preparation and service

Task 1- (20%)

Candidates will choose one task having to prepare and cook a number of dishes for a specific client or event.

Task 2- (40%)

Candidates will choose one task having prepare and cook a two course meal to cater for two covers. (60%)

1 Written Paper in year 11 1 ¼ hours

UNIT 2: Catering, food and the customer. The paper will contain short-answer, structured and free response questions drawn from the catering content. (40%)

CATERING GCSE (DESIGN AND TECHNOLOGY)

Career Paths

Catering specialist courses are available such as NVQ's which can be studied up to Level 3 at Exeter College. A-levels are available in Food Technology and Home Economics. Apprenticeships are also available to give greater hands on experience of catering in the workplace. Hospitality is one of the biggest employers in the South West and they are keen to recruit.

COMPUTING GCSE

(FULL COURSE)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
OCR	Full GCSE	5 hours in a two week timetable	Miss Laura Pearce

Course Content

This is the Full Course option in the exciting new GCSE Computing that gives you fantastic opportunities to work with a variety of technologies and offers you choices such as web design, computing and games design, making it engaging and enjoyable to study. The qualification has been designed to nurture digital literacy, and provide you with up-to-date skills, knowledge and understanding of the rapidly developing digital world around you.

This new GCSE specification will:

- Improve your confidence in areas such as mobile phone applications, web page design and games design
- Improve your understanding of social networking and its impacts
- Enable you to keep up to date with IT and digital developments, at home and in the shops
- Explain how IT can help improve your career options
- Provide you with IT skills that you can use to solve practical problems
- Allow you to develop technical skills which will give you a foundation for achieving ICT and Computing A Levels.

Students will study:

B061 ICT in Today's World (Exam) *(As part of Core ICT lessons)*

B062 Practical Applications in ICT (Cont. Assessment) *(As part of Core ICT lessons)*

B063 ICT in Context (Exam)

B064 Creative use of ICT (Cont. Assessment)

Assessment

This GCSE has a combination of exams and controlled assessment. Controlled assessment means coursework you do in a supervised environment (your classroom).

You'll have:

- Two 1-hour written examinations or computer-based tests. These are each worth 20%, equalling 40% of the total mark.
- Two controlled assessment units testing depth of knowledge and understanding. Both are worth 30% of the total mark.

You could achieve any grade from A* to G.

DANCE

BTEC FIRST L1 or 2 AWARD

PERFORMING ARTS

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Edexcel BRC86	1 GCSE	5 hours in a two week timetable	Mrs L Holt

Course Content

This is a course where the ability to perform in front of others and an audience is absolutely essential. This is an expectation of all students who opt for BTEC Dance.

Core Compulsory Unit

1. Individual showcase. This is an external exam and will require you to choreograph and perform two 1minute solos in front of a camera, which will then be sent off to be externally moderated. Students will also be required to sit a theory exam which will also be externally moderated.

THIS IS NOT AN OPTION AS IT IS AN ESSENTIAL PART OF THE COURSE.

Specialist Units

1. Preparation, performance and production.
2. Dance Skills.

The BTEC Performing Arts Award is designed to give learners a real grounding in understanding and knowledge of the Performing Arts Industry. As an applied learning course you will have the opportunity to develop the knowledge, understanding and skills required to work in the Performing Arts industry. If you choose this course then you should be someone who enjoys learning in practical ways that are related to the world of work. Be fully prepared to attend all lessons with enthusiasm and commitment and dressed in the appropriate dance uniform.

The course delivery will reflect the nature of work within the Performing Arts industry. You will learn about working in the Performing Arts Industry, and the Development of Dance. You will have many different opportunities to learn different styles of dance and perform them. To study this course you will need to be fully committed and be prepared to get involved in all dance activities as well as take part in theory lessons.

Assessment

The assessment approach for this course is by 75% coursework and 25% examination. The examination will generally be both theory and practical in nature and require all performance in front of a video camera for external marking. For the coursework element you will receive feedback on your progress throughout the course and evidence will be gathered through a

DANCE

BTEC FIRST L1 or 2 AWARD

PERFORMING ARTS

range of activities including, written assignments, workplace assessments, performances for audience, presentations and practical assessments.

Career Paths

The course provides a good foundation for learners for progression onto further education including other vocational qualifications at level 3 or general qualifications such as an A Level in Performing Arts and Dance. It could also lead onto further training or employment in the Performing Arts Sector.

In addition if your aspirations are not to become a performer, this course will provide you with the vital life skills that will prepare you for a whole host of other careers e.g. being creative; working in a team or group; making presentations; making independent decisions; using your imagination and initiative; being able to working under tension or pressure.

DRAMA GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Edexcel 2DR01	1 GCSE	5 hours in a two week timetable	Mrs J Musson

Why choose to study Drama?

The study of drama has many benefits for any individual, whether it is for future career aspirations or personal self-development, the subject will complement and enrich any student's educational plan.

The subject promotes and practices literacy skills, creates an understanding of body language and behavior, determines psychological intensions, improves communication and presentation skills, refines acting skills, develops social skills and encourages cross curricular creativity. The study of drama can certainly aid future career development, either directly into a variety of theatrical specialisms or as a set of confident communication skills to assist in any job interviews or public speaking opportunities.

Course Content

Through years 10 and 11 the students will work through three units of work.

Drama Exploration - 30% of final GCSE grade
Exploring Play Texts - 30% of final GCSE grade
Drama Performance - 40% of final GCSE grade

Students will work through the programme of study and then progress through the three units to achieve the best possible grade by the end of the two years. Each unit consists of both practical work as well as supportive written work called the 'documentary response'. The students also visit the local theatres to watch live performances and have the opportunity to question and work with theatre professionals.

Students will devise drama work from a variety of different stimulus materials such as videos, play texts, images, sounds, articles and films in order to inspire and motivate them. They also work with and explore a play text and finally produce their own production of a short play for their year 11 exam. Students will also study the aesthetic qualities of drama mediums which will investigate areas such as lighting, costume, makeup, props and staging methods to assist with their practical performance work.

DRAMA GCSE

Homework

Homework is set to support understanding of drama techniques and terminology, also as part of preparation for practical performance work.

Assessment and Examinations

The structure of the Edexcel GCSE course is designed to conduct regular controlled assessment of both practical and written work throughout the two years, with one final performance exam at the end. All practical assessments are video recorded as examination evidence.

Units 1 and 2 are assessed within the centre and then moderated externally by the exam board; unit 3 is assessed internally by visiting examiners who will watch the students' final performance.

Career Paths

Further study of this subject would enable students to enroll onto A' Level and BTEC performing arts courses. They could also progress onto specific Theatre studies courses. The skills learnt within this GCSE course would benefit any further education pathway.

ELECTRONIC PRODUCTS GCSE (DESIGN AND TECHNOLOGY)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AQA 4542	1GCSE	5 hours per fortnight	Mr S McNamara

Course Content

This specification has been designed to encourage candidates to be able to design and make quality electronic products with creativity, originality and flair using a wide range of electronic components with appropriate materials to package the electronic circuit. Candidates will be enthused and challenged by the range of practical opportunities this Specification offers. The packaging of the electronic circuit can include individually designed cases made from a range of resistant materials, textiles, card or recycled materials. Alternatively, candidates can purchase a commercially made case and modify the case to meet their project needs.

The specification is designed to foster awareness amongst candidates of the need to consider sustainability and environmental impact on their designing. The Specification retains much of the content of the very successful previous GCSE Specification and continues to provide the candidate with the opportunity to design and make an electronic product using new technologies and modern electronic devices.

Assessment and Examination Information

The course is divided into:

40% written paper in the format of an examination based around a pre-release context.

60% Controlled Assessment, completed in school under the supervision of the teacher

Assessment criteria now reflect the style of the GCE Design & Technology courses where mark ranges are defined for each component of the controlled assessment. The changes continue to allow full credit to be given to candidates who undertake innovative work including projects with a very high CAD/CAM content and exclusive use of microcontrollers.

The assessment criteria continue to allow strengths in one area to compensate for weaknesses in another and reflects the holistic approach to assessment characterised by AQA.

Independent research and investigation will be required. Homework is set in line with College policy.

Career Paths

This Specification provides an excellent route into GCE Systems and Control Technology, Electronics and Product Design. There are also many career opportunities for people with electronics expertise who are able to design, maintain and repair this technology. This course will give you the necessary grounding in the theory and practice to go on to study electronics at a higher level or work in the electronics industries.

FRENCH GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Edexcel 2FR01	1 GCSE	5 hours in a two week timetable	Ms B Geeson

Course Content

Some students will be 'guided' into studying a Modern Foreign Language, but all students are welcome to discuss their language option with Ms Geeson whatever set they are in. Students are encouraged to become more actively involved in their learning process, so no one course book is used. Instead a number of resource books are available as well as tape recordings and television programmes to give variety. This more flexible approach to language learning requires students to take more responsibility for their work. They will be expected to take a lively part in class work, especially in oral work and they will be able to make use of interactive computer programmes and video clips and will have the opportunity to participate in video-conferencing with students in France. Students will also have the opportunity to participate in an educational visit to Brittany.

The aims of Modern Language teaching are to:

- develop the language as an effective means of communication.
- develop an awareness and understanding of the countries, their people, and their way of life.
- increase understanding of language and how it works.
- give a sense of enjoyment and achievement.
- lay foundations for further study, should this be desired.

Assessment

GCSE –Edexcel

1. Understanding the spoken language 20%
2. Understanding the written language 20%
3. Communicating the spoken language 30%
4. Communicating the written language 30%

Speaking and writing will be assessed in school and moderated by the examinations board.

All candidates will take two tests (listening and reading units 1 and 2 above). Those candidates aiming at the higher grades will take 'Higher' papers. The writing element tier will take the form of two pieces of coursework to be produced over the two year course and the speaking element takes the form of two controlled assessments examined by the class teacher and externally moderated by the examination board.

Career Paths

Studying a foreign language opens a gateway to travel and greater employment opportunities.

GEOGRAPHY GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AQA 9037 (B)	1 GCSE	5 hours in a two week timetable	Mr T Dolley

Course Content

How many times have you seen something in the news, particularly over the last two years, and asked yourself, what's that got to do with me or why did it happen? This course is about answering those questions. This course looks at the both Physical and Human environments and how these shape the world we all live in. Two modules are studied plus one controlled assessment based on these studies. These are:

Unit 1 Physical Geography (37.5%)

In this unit we look at **The Restless Earth** (The earth's structure, earthquakes, volcanoes and Tsunamis.), **Coastal Landscapes** (The processes that shape our coasts and human involvement.) and **Water on the Land** (How rivers operate and how people interact with them.)

Unit 2 Human Geography (37.5%)

In this unit we study **The Development Gap** (Where do global inequalities exist, what are they and how can they be reduced?), **Population Change** (The issues relating to our ever growing global population.) and **Changing Urban Environments** (How can the ever increasing urbanisation of the planet be made sustainable?)

Unit 3 Two controlled Assessments (25%)

A local (Somewhere in Devon) investigation including fieldwork to answer a question set by the exam board.

Assessment

Students will complete one pieces of controlled assessment work in class, over the two years. This represents 25% of the marks. At the end of the second year there will be two 1 hour 30 minute written papers which make up 37.5% per paper.

Career Paths

Having studied Geography to GCSE level pupils can continue to A level and afterwards a degree. Many employers like students who have studied Geography and it is useful for many jobs in both the public (i.e. Local government workers, the armed forces.) or private (i.e. Travel agents, delivery drivers.) sectors.

HEALTH & SOCIAL CARE BTEC FIRST L1 or 2 AWARD

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Edexcel BRC84	L1 or 2 - 1 GCSE	5 hours in a two week timetable	Mrs K Harrison-Ward

Course Content

Core Units – Both to be studied

- Human Lifespan Development (Externally Assessed Unit)
- Health and Social Care Values

Specialist Units – Two additional units to be studied

- Effective Communication
- The Impact of Nutrition on Health and Well Being
- Social Influences on Health and Wellbeing
- Promoting Health and Wellbeing Internal
- Cultural Diversity in Health and Social Care
- Individual Rights in Health and Social Care

This is an Applied Learning course, which means that you will have the opportunity to develop the knowledge, understanding and skills required to work in the Health & Social Care sector which is one of the major areas of growth in employment in the UK at the present time. If you choose this course then you should be someone who enjoys learning in practical ways that are related to the world of work.

This course will be useful and enjoyable for all students who enjoy living and working with people – whether you want to eventually work in the Health & Social Care sector or not! Students on this course will develop good communication and inter-personal skills because Health and Social Care professionals require these skills in order to develop good relationships with people such as patients and their relatives. The course will also involve looking at all of the different life stages of human development and Care Values that all Health professionals follow when dealing with service users.

Assessment

Assessment approach for this course is through 25% examination and 75% coursework. The core unit examination will be a 1 hour exam which will consist of two structured questions. There will then be 3 other units that will be internally assessed. You will receive feedback on your progress throughout the course as you provide evidence towards meeting the course criteria. Evidence will be gathered through a range of activities including, written assignments, workplace assessments, role play, presentations and practical assessments

HEALTH & SOCIAL CARE BTEC FIRST L1 or 2 AWARD

Career Paths

The course provides a good foundation for learners for progressions onto further education including other vocational qualifications at Level 3 or general qualifications such as an A Level in Health and Social Care. It could also lead onto further training or employment in the Health and Social Care Sector e.g. Child-minder; Nursery or Playgroup helper; Nursing; Social Worker; and Residential Care Workers.

HISTORY GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
OCR J418 (A010AA, A017, A021)	1 GCSE	5 hours in a two week timetable	Miss C Hopgood

Course Content

Modern World History

Core Topics International Relations during the Inter-War Years:

- The search for global order and peace 1919 – 1939 (The Treaty of Versailles, League of Nations and International Agreements)
- The collapse of peace in the 1930's (The Great Depression, the aggressive Nationalism of Japan, Italy and Germany)

Depth Study Topics

- A. The USA, 1945-1975: Land of Freedom?
- B. British Society and Change, 1890 – 1918
- C. EITHER America 1919 – 1941, Boom to Bust and Recovery OR Germany 1919 – 1945, The Weimar Republic, the Rise of Hitler and Nazi Germany

Homework

GCSE History students are expected to spend between 1-2 hours per week completing homework. The completion of homework will give students opportunities to: learn subject material covered in class; undertake independent research and complete set tasks linked to skill development.

Assessment and Examination

Students will sit 2 GCSE Public Examinations in the Summer Term of Year 11:

1. Paper 1 (2 hours) 45% of the total mark. Core Topics and Depth Study A.
2. Paper 2 (1½ hours) 30% of the total mark. A source based paper based on Depth Study B.

Students will also complete a Controlled Assessment during the Spring Term in Year 11:

3. Controlled Assessment is 25% of the total mark. A task will be completed based on Depth Study C. The Controlled Assessment is carefully structured and monitored by staff to ensure students achieve their full potential.

Career Paths

The study of History can be used to support a wide range of further and higher education courses including academic studies at A S and A Level and University Degree Level. In addition the skills developed in History are important assets to have in a range of vocational areas e.g. Law, Media & Communications, Journalism, Research, Librarianship, Public Services, Art & Design, Archaeology and Business Management.

HOME ECONOMICS: CHILD DEVELOPMENT GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AQA 4582	1GCSE	5 hours per fortnight	Ms Balue

If you are thinking of a career working with children then Home Economics: Child Development could be the GCSE for you.

Course Content

This GCSE offers an interesting and stimulating program of study where candidates will have the opportunity to develop their knowledge and understanding of basic human needs in a diverse society. The student will study all aspects of child development from pregnancy to caring for the child. The subject content of the course is divided into 5 main areas of study which are:

Parenthood

Pregnancy

Diet, health and care of a child

Development of a child

Support for the parent and child

There is also the opportunity to study the development of a particular child for the duration of the course as well as conduct your own research into child development.

Assessment and Examination Information

Home Economics: Child Development GCSE is currently assessed as following:

1 written exam (40%)

1 Research task (20%)

1 Child study (40%)

Career Paths

This GCSE could lead you into a career working with children in a number of different ways including child-minding, nursery assistants, early year's assistants, teaching assistants, nursing and youth activity leaders. It could also lead you onto a Level 3 course in Childcare or a Foundation degree in Childcare. So if you are interested in a career in Childcare, this is certainly a GCSE worth considering.

INFORMATION COMMUNICATION TECHNOLOGY (ICT) GCSE

(FULL COURSE)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Edexcel	Full GCSE	5 hours in a two week timetable	Miss Laura Pearce

Course Content

This is the Full Course option in the exciting GCSE ICT that gives you fantastic opportunities to work with a variety of technologies and offers you the chance to study units of work such as Living in a Digital World, Digital Tools, Online Services & Communities, Digital Design and Social Media. The qualification has been designed to nurture digital literacy, and provide you with up-to-date skills, knowledge and understanding of the rapidly developing digital world around you.

This new GCSE specification will:

- Improve your confidence in areas such as social media, digital applications and digital tools
- Enable you to keep up to date with IT and digital developments, at home and in the shops
- Explain how IT can help improve your career options
- Provide you with IT skills that you can use to solve practical problems
- Allow you to develop technical skills which will give you a foundation for achieving ICT and Computing A Levels.

Assessment

This GCSE has a combination of exams and controlled assessment. You'll have:

- One written exam equalling 40% of the total mark:

Living in a Digital World

In this unit, students explore how digital technology affects the lives of individuals, organisations and society. They will learn about current and emerging digital technologies and the issues raised by their use in a range of contexts. Students will develop awareness of the inherent risks of using ICT and the features of safe, secure and responsible practice.

- One controlled assessment equalling 40% of the total mark.

Unit 2: Using Digital Tools

This is a practical unit that will broaden and enhance learners' ICT skills and capabilities. They will work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. Students will learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice.

You could achieve any grade from A* to G, depending on how you do.

FURTHER MATHEMATICS GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AQA 8360	Level 2 Qualification (1 GCSE)	5 hrs In a two week timetable	Miss R Daniels

The Aim of the Course

The Level 2 qualification in Additional maths is aimed at the top mathematicians and is separate to the compulsory GCSE each student will take. The course will be accessible to those students currently on a level 7.5 or above and will also help towards those students achieving an A* within their standard GCSE. A third of the content covered reflects the GCSE A* topics with the remaining being new material that introduces some of the underpinning concepts introduced in the A-Level course such as Calculus, Differentiation and matrices. The qualification itself shows real determination and commitment to Mathematics and displays a higher level of problem solving skills that can be transferred across subject areas. The course is an excellent option for anyone looking at taking A-Level Maths.

Course Content

Over the course of the two years, students will study a variety of topics that will extend their knowledge in the GCSE syllabus. These include:-

- Number
- Algebra
- Geometry
- Calculus
- Matrices

The course has a much larger content of Algebra as this is included within most parts of the course to ensure the students have a clear understanding of the form of mathematics within A-Level and beyond.

Assessment

Within the level 2 qualification, there are 2 formal exams at the end of the 2 year-one calculator and one non calculator. They carry equal weighting. Within the Level 2 qualification the students can also obtain a grade A** as well as the standard A* and below.

Career Paths

All of us use Maths in our lives to some extent! However, a particular skill in Maths can open the doors to some wonderful careers.

For example:-

Accountant, Architect, Videogame designer, Rollercoaster Design, Maths Teacher(!), Scientist, Lawyer, Statistician, Meteorologist.....

MUSIC GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AQA 4272	1 GCSE	5 hours in a two week timetable	Mr M Coates

Course Content

This year continues with an exciting course that now boasts an 80% practical content. You can perform individual music (acoustic or technology based) and also take part in a group performance with friends not even on the course and even with a backing track!

You will be taught how to compose music yourself using our super-duper music IT suite, slowly learning how to create master pieces that will not only surpass your own imagination but also make you extremely proud probably keeping your own Mp3 versions for the rest of your life. Finally there is a written paper worth only 20% of the marks, consisting of either multiple choice questions or short brief answers. The skills needed for this part are gradually taught following five technically based areas of study.

All of your efforts are constantly monitored and assessed and you will be kept in regular touch with information regarding your progress, your predicted individual progress trends and your personal target areas.

Come and join us and get that closer personal teaching experience where you can feel really looked after and encouraged to reach your true, probably at the moment, hidden potential! Homework is regularly set and consists of the personal research necessary to build up a vocabulary of musical terms, understanding what they mean and how to recognise them when you hear them. This knowledge is regularly tested and your personal progress will be carefully monitored and guided.

Assessment

40% Performance
40% Composition
20% Written paper

PHOTOGRAPHY GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Edexcel 2PY01	1 GCSE	5 hours in a two week timetable	Ms D Thomas

Why choose to study photography?

Photography is a very immediate and accessible means to explore imagery and ideas creatively. Through a practical knowledge of digital software, students are able to control, edit and manipulate images with a high degree of skill. It helps students to focus, concentrate, and overall, provides a great deal of personal satisfaction and confidence-building.

Course Content

Students will be working in years 10 and 11 to produce a personal portfolio of photographic artwork. The work forms a means of personal enquiry and expression involving the selection and manipulation of images. Students will learn to employ creative approaches which go beyond mere observation and recording. Students will be expected to demonstrate a knowledge and understanding in photography of the use of light, viewpoint, composition, focus, tone and contrast, and depth of field. They will also learn to edit and manipulate images using digital technologies. Research into artists, photographers and photographic genres will also be expected and students are required to demonstrate an understanding of meaningful connections between their own work and that of others. Themes and projects will be set by the student's teacher and are in preparation for the final 10 hour timed controlled test which is set externally. The 10 hour controlled test or assignment is spread over several morning and afternoon sessions in year 11 and is the result of weeks of preparation.

Much of the personal portfolio work will be compiled in sketchbooks. An understanding of presentation and layout will be demonstrated by students. Sketchbooks can be purchased at reasonable cost through the art department.

Homework

Homework usually involves a specific photographic task to support classwork, but it can also include further development of a student's ideas through research, investigation or analysis of either images or the work of other artists/photographers. Work produced contributes to the personal portfolio. Access to a digital camera is essential.

Assessment and Examinations

Projects completed for the personal portfolio are assessed internally throughout years 10 and 11. The work is evaluated under four specific assessment objectives. A photography mock exam

PHOTOGRAPHY GCSE

occurs in the autumn term of year 11. The GCSE preparatory studies and controlled timed test begins in the spring term of year11. It is marked internally and then moderated externally by a visiting examiner. The personal portfolio contributes to 60% and the controlled timed test contributes to 40% of the overall GCSE final mark.

Career Paths

Students can continue further study of general art or photography at BTEC or A level. The study of GCSE photography can lead directly to any job or career that requires creativity, risk-taking, an eye for detail and independent thought.

PHYSICAL EDUCATION GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Edexcel 2PE01	1 GCSE	5 hours per fortnight	Mr Hallam, Mr Kelly, Mr Pritchard

Course Content

This course is divided into **theoretical assessment (40%)** and **practical assessment (60%)**, meaning it really suits students who are performers in a range of sports and activities. Students undertake a range of practical activities on this course, offering four for assessment.

An **essential expectation** of students opting for this course is participation and representation in **competitive sports, activities, clubs and teams both in and out of school.**

Students may offer practical performances as a **player, official or leader**. It is **essential** that students opting for this course possess a good level of competence in a **variety of sports** and related activities and demonstrate a commitment to improving their personal fitness.

Lessons and activities will be planned and delivered to best suit the students to maximise their learning and attainment. Students playing sport or undertaking other activities outside of college that are recognised within the Edexcel specification will be given the opportunity to include them for assessment.

Students will undertake an Analysis of Performance (AOP) in one of their chosen sports and also a 6 week Personal Exercise Programme (PEP) to develop fitness.

The theoretical content of the course focuses upon the Theory of Physical Education and will include a wide and diverse range of content including the following:

- The body systems - cardiovascular, respiratory, muscular and skeletal.
- Diet and sports nutrition
- Performance Enhancing Drugs
- Methods and principles of Training
- Components of Fitness
- SMART goal setting
- Sports Injuries & Prevention
- Planning Fitness and Exercise Sessions and Fitness Testing
- And much, much more!

PHYSICAL EDUCATION GCSE

Lessons will be split between theory and practical (one theory lesson per week). Students will be **expected** to attend extra-curricular activities both in and outside of school to consolidate their practical performances.

Homework will be set weekly and is an essential component of the course.

Assessment

Theory: Written examination paper (1hr 30 mins) = 40% (multiple choice/ short answer and longer answer scenario questions) in the summer term of year 11.

Practical: Four sports assessed during the course under controlled conditions.

Students may perform as a player, official or leader =48%

Analysis of Performance Interview (AOP) in one activity = 12%

Resources

Edexcel GCSE PE Revision Guide and Edexcel GCSE PE Workbook are compulsory resources for this course and available from the PE Department (£7 for both books)

GCSE PE kit

Students will have the option to purchase a special GCSE PE sports shirt (not compulsory).

Career Paths

A GCSE in Physical Education will provide the opportunity for anyone interested in sport to pursue A Level courses, University Degrees and ultimately, a career in PE and sport. This course develops the skills, knowledge and understanding for students' with aspirations of becoming PE Teachers, Exercise Scientists, Coaches, Professional sports men and women, Sports Physiotherapists, Sports Doctors, Exercise Physiologists, Sports Psychologists and many other occupations within the sports, teaching and coaching industries.

PRODUCT DESIGN GCSE (DESIGN AND TECHNOLOGY)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AQA 4557	1GCSE	5 hours per fortnight	Mrs R Dupré

Course Content

The course encourages students to design and make products with creativity and originality, using a range of equipment and techniques. Packaging, labeling and instructions are encouraged as part of the complete design proposal and advertising, points of sale, etc can be used to supplement the making experience and help create products which can be evaluated for their commercial viability.

Students will be enthused and challenged by the range of practical and artistic activities possible as the specification gives the opportunity for a multimedia approach to making working with CAD, CAM, Rapid Prototyping and ICT.

Students are encouraged to design and make in a variety of materials, using graphic skills to communicate their ideas. Using the work of professional designers and existing commercial products as starting points students design and make products that cross traditional D & T subject boundaries.

This course encourages innovative approaches to problem solving and promotes team working. Evidence of designing can be submitted in a range of formats including A4 or A3 folders, sketchbooks, or electronically. Making can be evidenced in the form of working or non-working prototypes that use a number of different materials. Textiles, wood, plastic and ceramics are a few examples. Students will get a sense of hands-on processes and how design functions in business.

Independent research and investigation will be required. Homework is set in line with College policy. Students may be required to purchase materials for their controlled assessment task.

Assessment and Examination Information Dates

1 40 hour Design and Make controlled assessment worth 60% of the total GCSE qualification.

2 hour final written examination worth 40% of the total GCSE qualification.

PRODUCT DESIGN GCSE (DESIGN AND TECHNOLOGY)

Career Paths

D&T Product Design can be followed through to AS and A-level. Courses such as maths, engineering, industrial design, computing or manufacturing, art or a traditional science like physics are suitable accompanying subjects to study. Engineering, computer and manufacturing could all be logical career paths as would a graphically oriented route combining with GCSE art. Choice at university is impressive, with footwear, sustainable products, sports and furniture design among many areas on offer. Apprenticeships in construction or engineering with technician-level positions in computer-aided design or engineering are a possibility without a degree.

RESISTANT MATERIALS GCSE

(DESIGN AND TECHNOLOGY)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Edexcel 2RM01	1 GCSE	5 hours in a two week timetable	Mr D Spriggs

Course Content

This course is designed to allow candidates to develop skills in researching, designing, reviewing, planning, making and testing using a range of materials including wood, metals and plastics. Students will learn how their properties are suited for individual products.

Students will be encouraged to;

- Actively engage in design and technology
- Make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products
- Explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making
- Analyse existing products and produce practical solutions to needs, wants and opportunities, recognizing their impact on quality of life
- Develop decision-making skills through individual and collaborative working
- Understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle
- Develop skills of creatively and critical analysis through making links between the principles of good design, existing solutions and technological knowledge

Independent research and investigation will be required. Homework is set in line with College policy.

Students may be required to purchase materials for their controlled assessment task.

Assessment and Examination Information

1 40 hour Design and Make activities worth 60% of the total GCSE qualification

2 1 ½ hour final written examination worth 40% of the total GCSE qualification

Career Paths

Craft apprenticeships move on from resistant materials to more specific trades and crafts such as carpentry, plumbing and motor vehicle occupations. Engineering, systems & control and product design can be studied to A-level at college which can lead to undergraduate engineering or technology degrees.

SPANISH GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Edexcel 2SP01	1 GCSE	5 hours in a two week timetable	Ms B Geeson

Course Content

Some students will be guided into learning a language like Spanish, however if any other student would like to study Spanish please see Ms Geeson. Spanish is the second most spoken language in the world after Chinese and it is highly sought after in the world of tourism and business, especially in North America. Students are encouraged to become more actively involved in their learning process, so no one course book is used. Instead a number of resource books are available as well as recordings, podcasts and television programmes to give variety.

This more flexible approach to language learning requires students to take more responsibility for their work. They will be expected to take a lively part in class work, especially in oral work and they will be able to make use of interactive computer programmes and video clips and will have the opportunity to participate in video-conferencing with students in Spain. A visit to Spain is offered during Activities Week.

The aims of the course are:

- To lay the foundations for further study if desired.
- To develop effective communication skills in the target language.
- To acquire knowledge of the Spanish speaking world.
- To give students a sense of enjoyment and achievement in learning Spanish.

Homework will be set, each week in line with College policy. This may take the form of learning and/or written tasks.

Assessment

Assessment will be made to full course GCSE specifications with Edexcel. The examination assesses four areas:

- a. Speaking the target language. 30% - 2 x controlled assessments completed in school and externally moderated over the two year course
- b. Listening and understanding the spoken language. 20% External paper at higher or foundation entry tier at the end of the course.
- c. Understanding the written language. 20% - External paper at higher or foundation entry tier at the end of the course.
- d. Writing in the target language. 30% - two controlled assessments completed in school over the two year course and externally moderated.

Career Paths

Spanish is widely spoken around the world and learners of the language increase their opportunities to travel and their potential in the world of work.

SPORT

BTEC FIRST L1 or 2 AWARD

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teachers:
Edexcel BRC90	1 GCSE	5 hours per fortnight	Mr Hallam

Course Content

Core Compulsory Units

1. Health & Fitness for Sport & Exercise (Externally Assessed)
2. Practical Sports Performance (Internally Assessed)

Plus two Specialist Units from the following:

3. The Mind & Sports Performance
4. The Sports Performer in Action
5. Training for Personal Fitness
6. Leading Sports Activities

The BTEC First Award in Sport is designed to give learners a real grounding in understanding and knowledge of the sport and active leisure sector. BTECs are Applied Learning courses, which mean that you will have the opportunity to develop the knowledge, understanding and skills required to work in the Sport and Leisure industry. If you choose this course then you should be someone who enjoys learning in both theoretical and practical ways that are related to the world of work. The course delivery will reflect the nature of work within the Sport and Leisure industry. You will learn about how your body and mind works, what impact training has on the body and how to undertake fitness training and testing. There will be numerous opportunities to develop Leadership skills whilst working with our local Primary schools, and the chance to develop your skills in Practical sports too. To Study this course you will need to be prepared to get involved in physical activity as well as take part in theory lessons.

Assessment

The assessment approach for this course is 75% internally assessed coursework and 25% as a unit externally set and assessed by Edexcel. You will receive feedback on your progress throughout the course. Evidence will be gathered through a range of activities including, written assignments, workplace assessments, role play, presentations and practical assessments.

Career Paths

The BTEC First Award in Sport enables students to progress to College and study Sport related Level 3 qualifications such as BTEC National Diploma in Sport. BTEC First Award offers students the opportunity to take part in an assortment of study units, which are based on sports training and performance. This gives the students the opportunity to improve their knowledge and understanding of sports, fitness and health, and identify whether they wish to pursue a career in this line of work.

SPORT & ACTIVE LEISURE BTEC CERTIFICATE

Examination Board:	GCSE Equivalent:	Time Needed:	Coordinator:
Edexcel LYU41	Level 1 – E grade equivalent	5 hours per fortnight	Mrs Lander

Course Content

L1 – Unit 10 - Taking part in exercise and fitness
L1 – Unit 11 - How the body works
L1 – Unit 12 - Planning own fitness programme
E3 – Unit 4 – Taking Part in Sport

Sport and leisure is a growth industry, with job opportunities in practical areas such as coaching and instructing, as well as in the commercial management and administration of facilities. Edexcel's BTEC Level 1 Certificate in Sport and Active Leisure provides a basic introduction to working in the sector and offers opportunities for accessing further study, such as a BTEC First qualification.

This qualification has been designed to help students understand the skills and knowledge needed to work in the sport and active leisure sector. Students will be encouraged to participate in a selection of sport and active leisure activities. Through participation they will be required to demonstrate their ability to prepare for the activity, teamwork, time management, and health and safety.

GCSE Equivalent

BTEC Level 1 Certificate in Sport & Active leisure equivalent to Grade E

Assessment

The course is assessed 100% by coursework portfolio, which is externally moderated.

Career Paths

Including units such as Taking Part in Sport, Planning own Fitness Programme, and Job Opportunities in Sport and Active Leisure, students will see that the qualification can lead to further study or career opportunities.